



**The Sherwood School**  
*Inspire, Learn, Grow*

## Curriculum Information Booklet



**Artsmark  
Gold Award**  
Awarded by Arts  
Council England





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# The Sherwood School



## Foreword



Welcome to The Sherwood School!

We are incredibly proud of our exciting and inclusive curriculum and hope that you enjoy reading about it in this booklet. Each subject leader has described their intent for their subject and how they plan to implement the National Curriculum, leading on from children's initial experiences in the Early Years Foundation Stage.

We offer a wide range of learning experiences to pupils at The Sherwood. All pupils enjoy and benefit from opportunities to learn to play a musical instrument through our ongoing partnership with Merton Music Foundation and our on-site SoundWave music hub.

Additionally, children participate in a range of sporting activities during the year. We promote an active lifestyle and encourage pupils to cycle or walk to school. Our school also supports children in the wider community to access cycle training through the London Sports Opening Schools Facilities Grant.

In September 2022, The Sherwood was re-accredited with UNICEF's prestigious Rights Respecting Schools Gold Award in recognition of our work to promote children's rights and global goals across all aspects of our curriculum .

At the same time, we also achieved the Gold Artsmark Award, in recognition of our work to promote the expressive arts across our curriculum and ensure that all children have access to a broad range of arts-related learning activities.

I hope that you enjoy reading this booklet to find out more about our work to provide a rich education for our pupils at The Sherwood. Further detail can be found on the curriculum pages of our website.

Best Wishes,

**Mrs Samouel**  
**Headteacher**



# The Sherwood School



## Mission Statement, Vision & Values

### Mission Statement

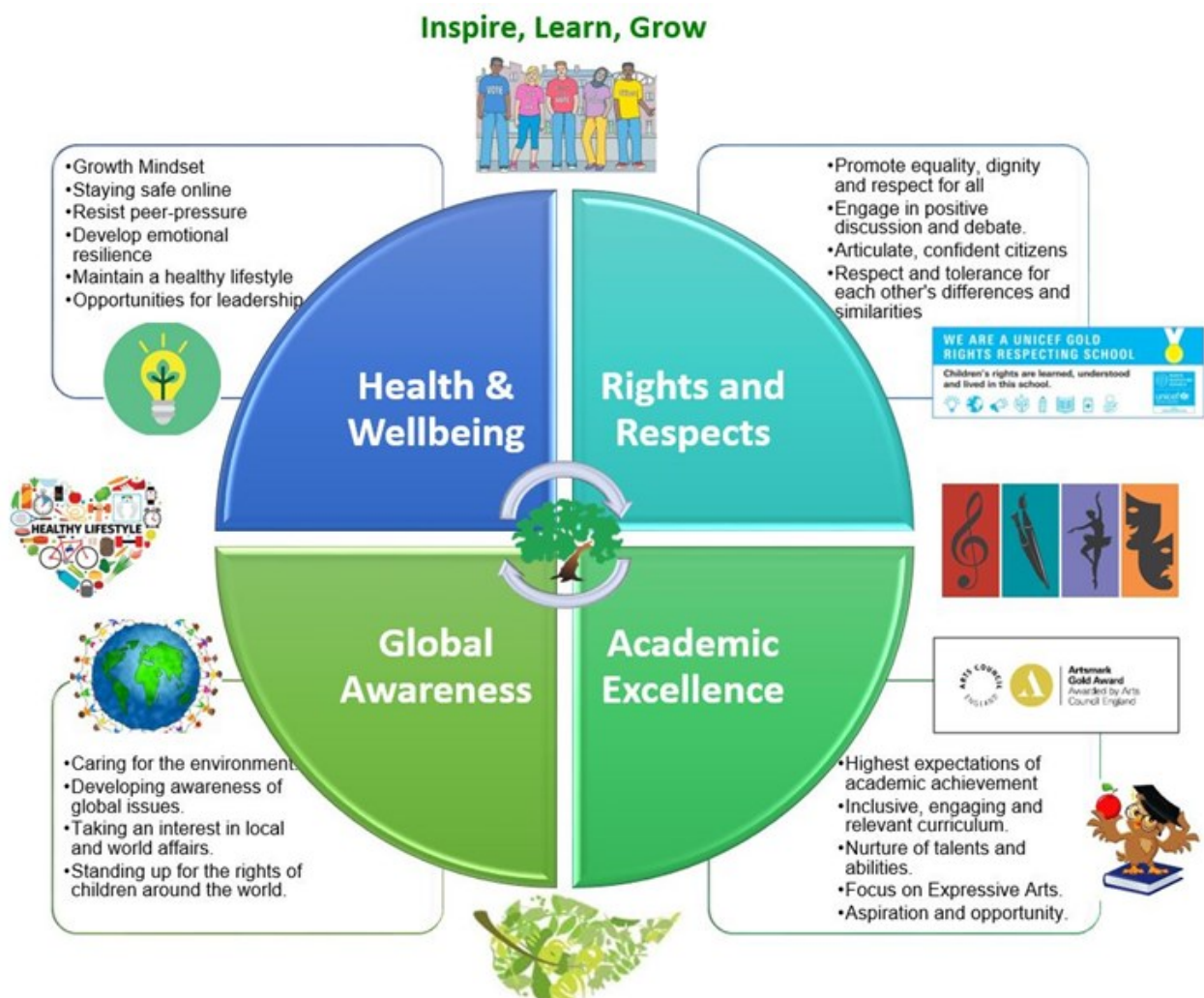
We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued by our staff, children and families.

### Vision & Values

Our school values, agreed by children, parents and carers, staff and governors are captured by the acronym 'RESPECT'.

The image below encapsulates our Vision and has been created and agreed by the children, parents, carers, staff and governors of The Sherwood School.

Resilience  
Equality  
Self-confidence  
Positivity  
Empathy  
Co-operation  
Tolerance



# The Sherwood School



## Enrichment

### Extra-curricular clubs

At The Sherwood School, we offer our children a wide range of exciting extra-curricular clubs, run by our teaching staff as well as outside providers. We have offered football, art, drama, cooking, computing, cricket, debating and choir clubs. Clubs change on a termly basis, so that all children can find something that they will enjoy.

### Police Cadets

For the past few years, Year 6 children have participated in Police Cadets, run by Merton's Police Team. This is an exciting after school programme that enables children to learn important life skills, such as first aid, self-defence as well as developing confidence, team working skills and discipline. Children are also invited to attend days out in the holidays such as adventure trails and go-carting. We are proud that for the past two years, two of our pupils have received Merton's Junior Cadet of the Year Award.

### Theme Weeks/Days

We regularly enhance our curriculum with special themes which are linked to a specific subject or our British Values. This year, we have enjoyed a 'Health, Wellbeing and Safety' week, 'British Values' week and 'Wimbledon Junior Tennis Initiative' day.

### Sport Competitions

Children participate in a range of sports competitions and festivals at The Sherwood. We aim to develop children's love for sport and participation by working closely with the Merton School Sports Partnership. This year we have participated in football, dance and multi-skills activities.



# The Sherwood School



## Projects

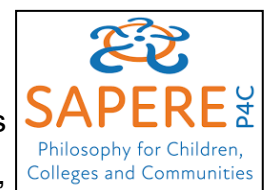
### Emotional Wellbeing Trailblazer Project

The Sherwood School has been included in an exciting Trailblazer project linked with the NHS since 2019. The project aims to support children and families with emotional wellbeing, behaviour and other wellbeing issues, to prevent escalation and promote early help. Schools are supported by partners from South West London Health and Care Partnership [NHS]. Working alongside us are Clinical Psychologists and trainee Education Wellbeing Practitioners, who have worked with many families in our school. Our aim is to ensure our pupils enjoy good emotional well being through accessing the advice and help they need.

For more detailed information, please see our Mental health and Wellbeing page on the school website: <https://www.thesherwoodschool.co.uk/mental-health-and-wellbeing/>

### Philosophy 4 Children (P4C)

The aim of P4C is to encourage the whole school community to ask questions and think really hard about important things in life. In regular P4C sessions, children will be asking questions, taking turns to share ideas, expressing opinions, hearing other points of view, and justifying what they think. They will be encouraged and learn to develop excellent listening skills, concentrate on following a line of argument, and choose words carefully to explain their thinking.



We have recently submitted the silver award as part of Sapere's 'Going for Gold' programme and are excited to continue our journey.

### Free To Be Project

From April 2019 – March 2020, we took part in the EqualiTeach Programme 'Free to Be', funded by the Government Equalities Office. The programme is designed to support schools to address and prevent bullying linked to homophobia and raise awareness of issues related to lesbian, gay, bisexual and transgender (LGBT+) equality.

With the support of EqualiTeach, The Sherwood School and 29 other London primary schools participated in a whole-school programme of work looking at our policies, teaching and curriculum in order to ensure that our school is an inclusive and safe environment for LGBT+ members of our school community.



# The Sherwood School



## Projects

### Speech and Language at The Sherwood School



We are very pleased to announce that we have successfully secured funding from a charitable organisation, The Speech, Language and Hearing Foundation. This funding has allowed us to carry out a three year Speech and Language project in school.

At a whole school level, this project aims to support the development of Speech, Language and Communication skills in our pupils.

This funding has meant we are able to appoint Natasha Gudima, a qualified Speech and Language Therapist to work on this project.

This prestigious project is carried out in conjunction with Merton Local Authority and supported by University College London (UCL) Master's students. We are proud to welcome UCL Master's Degree students to our school to support our work. Our students will be working across our Early Years and Foundation Stage classes and with staff to screen pupils' language development and plan future interventions.

This has meant better opportunities for our pupils, our community and our local families. At key points across the year, we invite parents and carers to join us in school to find out about our work and meet our Speech and Language Therapist.



# The Sherwood School



## Bringing the Curriculum to Life

### Assemblies and Performances

We believe that it is important to provide children with opportunities to gain skills in performance and public speaking, such as our annual Christmas Performance. This year, children in Upper Key Stage 2 performed at our local church in conjunction with Merton Music Foundation. Children in Year 5 were also invited to attend a series of workshops from a jazz group in New York. They were introduced to jazz music and explored how this was linked to civil rights in the 1960s. Parents and carers are regularly invited to our class assemblies where we celebrate children's learning and achievements. We also provide opportunities for the children to show off their talents, for example, our 'Sherwood's Got Talent' show.

Children will regularly perform their music skills across year groups to demonstrate skills they have learned and encourage a sense of camaraderie and confidence in performing in front of an audience.

### Health & Wellbeing Curriculum

The safety and wellbeing of our children is our main priority. We aim to equip children with the skills they need to assess risk and keep themselves safe. Our local police officers often visit to talk to the children about keeping themselves safe, including discussions on stranger danger, Online Safety and for Upper Key Stage 2, gangs and drug awareness.

We also encourage a healthy lifestyle and environmentally friendly travel through our School Travel Plan. The use of public transport for school visits is expected. Cycle and scooter training is offered and Walk to School Activities celebrated on a regular basis.

We have recently been awarded funding through London Sports' Opening Schools Facilities Grant, which has enabled us to purchase a fleet of bicycles, storage, helmets and repair equipment so that the Local Authority can run cycle training courses for children in the community during the school holidays.

We are very excited to be able to offer children with free opportunities to develop their cycling skills, safety awareness, fitness and have fun!



# The Sherwood School



## Rights Respecting Schools Award

In September 2019, The Sherwood School was awarded the Rights Respecting Schools Gold Award. We are delighted that in September 2022, we were re-accredited with the RRS Gold Award.

UNICEF is an organisation that works specifically to ensure that the rights and needs of all children are met across the globe. Its mission is to campaign for the protection of children's rights in order to meet their basic needs and empower them to realise their full potential.

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's ethos, policies, and teaching and learning practice. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils themselves. At The Sherwood School, we are all working hard to ensure that we all respect each other's rights.

RRS is woven through each subject area of our learning and detailed on our half termly curriculum maps. Our assembly programme explores each article of the Convention on the Rights of the Child and is the focus of our weekly PSHE lessons and circle time. This helps children to learn respect for self and others, to develop critical thinking skills and to be able to make informed decisions. We also include global learning goals in our medium term planning so that our children are gaining an understanding of the wider world and the issues faced by children in countries that are very different to our own.

*'A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.'* UNICEF Report September 2022 .

*'The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.'* UNICEF Report September 2022



# The Sherwood School



## Expressive Arts

At the heart of our holistic and innovative curriculum is the development of the expressive arts: music, media, art and design, dance and drama. As a UNICEF Rights Respecting School, we believe that all children should have access to a broad range of learning opportunities, in order that they might discover and develop their own individual talents and interests and to foster confidence, self-expression and a growth mindset. We aim to nurture all children's talents, so that they are very well prepared for the next stage of their education. Our work to promote the expressive arts is perfectly encapsulated in our school vision.

**Article 29:** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Our exciting curriculum aims to immerse children within the chosen theme, providing authentic learning experiences that are relatable and meaningful for children. Across all phases, opportunities are provided for children to engage positively in discussion and debate; to learn a musical instrument (violin in Year 3, recorder in Year 4, ukelele in Year 5 and music tech in Year 6); to express themselves through singing, music and movement and through opportunities to explore art and design. We carefully plan experiences that are engaging, rich and stimulating, for example: Year 5's 'Golden Threads' singing and art workshops; Year 4's 'Say Cheese' media project and Year 6's visit to the Polka Theatre to watch 'Twist'.

**Article 13:** You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.

Our curriculum themes are chosen to link areas of learning across all subjects, which enables teachers to plan opportunities to develop pupils' skills, to acquire new knowledge and to fully engage with the topic. We plan subject 'immersion' days across the whole school to further stimulate children's curiosity. There are many transferable skills learned through expressive arts, including the development of children's oracy, listening, collaboration and team-work, problem solving, writing, sharing and taking turns. Children develop a sense of pride in their accomplishments, learn the value of practice to perfect a skill, are provided with opportunities to perform in front of an audience and to work with children from other schools within the locality.

**Article 17:** You have the right to get information that is important to your well-being from TV, radio, newspaper, books and computers. An adult should make sure that the information you are getting is not harmful.

We work closely with the Merton Music Foundation to develop arts opportunities within our school and are very excited to have achieved the Gold Arts Mark in September 2022.

Children's progress and attainment in Music is continually assessed through a range of means, including performance in a group or individually, using timing, pitch and tone, children's proficiency in playing a musical instrument and an ability to recall musical terminology. Self, peer and teacher assessment strategies are used throughout the year and is reported to parents and carers in termly consultation evenings and in end of year reports.



# The Sherwood School



**Artsmark  
Gold Award**  
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## Article 17

*You have the right to get information that is important to your well-being from TV, radio, newspaper, books and computers. An adult should make sure that the information you are getting is not harmful.*

We work closely with the Merton Music Foundation to provide a rich variety of instrumental lessons for children in our school.



# The Sherwood School



## Early Years Foundation Stage

At The Sherwood School, we believe that the Early Years Foundation Stage is fundamental in securing a solid base from which children will build learning behaviours that will support their future development.

It is our intention that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst nurturing a positive attitude to school and learning. We believe that all children deserve to be valued as individuals and we are passionate in enabling all children to achieve their full, unique potential.

With all of this in mind, we begin each new term by looking at the individual needs of our children and – taking into account their different starting points - we then carefully develop our flexible EYFS Curriculum which enables each child to follow the path of their individual learning journey. Right from the outset, we work closely with parents and carers to ensure our children are happy learners who thrive in school and reach their full potential.

### Article 29

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

To implement this children in both our Nursery and Reception classes follow the EYFS curriculum, which has seven main areas of learning.

#### **The Prime Areas:**

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

#### **The Specific Areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts



The teaching of these areas of learning is practical and child led. Support and challenge comes from adults at free flow, carpet times, small group sessions and individual work. There is a combination of adult-led sessions and activities as well as a wealth of stimulating continuous provision opportunities. Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”.

At The Sherwood School, we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year and encompasses a range of self-chosen topics and ideas, which are developed with their interests in mind.

For further information, please see our EYFS page on the school website:

<https://www.thesherwoodschool.co.uk/early-years-foundation-stage/>



# The Sherwood School



## Spiritual, Moral, Social and Cultural Education

At The Sherwood School, PSHE is interlinked throughout all our learning and daily school life. We believe that teaching personal, social, health and economic (PSHE) education is integral to providing a broad and balanced curriculum. We feel it is important to model positive decision-making and relationships with others in everything we do. We believe that good quality PSHE education prepares children for opportunities, responsibilities and experiences of later life, whilst also supporting the well-being of the children throughout their school career.

We are a Gold Rights Respecting School and believe that the United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school. In all PSHE and cross-curricular education, an understanding of the rights of all children, worldwide, helps to build respect in all relationships both within the school and in the wider community.

**Article 12: Children have the right to say what they think should happen, and to have their opinions taken into account.**

**Article 24: Children have the right to good quality health care, to clean water, nutritious food and a clean environment so they will stay healthy."**

**Article 29: Education should develop each child's talents and personality to the full. It should encourage children to respect their parents and their own and other cultures.**

Our intention is to build a PSHE curriculum which develops learning and results in the attainment of knowledge and skills which enables children to access the wider curriculum and to prepare children to be global citizens now and in their future roles within a global community.

We aim to promote healthy, independent and responsible members of society.

We realise the importance of preparing our children for the world in which we live today and recognise that the personal development of pupils plays a significant part in their ability to learn and achieve. We believe that PSHE is fundamental to the development of the individual potential of all of our children.

- To build a PSHE curriculum which builds an understanding of living in the wider world and the importance of building positive relationships. This will allow children to develop safe and healthy relationships now and in the future.
- To promote children's moral, social, spiritual, cultural and physical development through a broad and balanced PSHE curriculum.
- To develop children's self-confidence and self-esteem so they can be active and happy members of the school community.
- To understand factors and develop a range of skills and strategies to live a healthy, safe and fulfilling life.
- To provide opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.
- To understand the importance of British Values.
- To provide children with accurate and relevant knowledge.
- To develop children's understanding of being a global citizen and their place in the wider world.



# The Sherwood School



## English

At the Sherwood we believe firmly in a literature based English curriculum. We have developed the curriculum to include a range of good quality texts that we hope will inspire and motivate the children. We use the Merton Assessment Procedures to track progress, next steps and attainment and moderate this regularly to ensure we are adapting our teaching and planning to meet the needs of our children as much as possible.

Within writing, children are taught the features and grammatical techniques of a range of genres and are encouraged to write across a variety of subjects. We value the children's writing highly; each term children complete a 'Big Write' task which is set across the entire school. The best examples of these are then chosen to be displayed which inspires others as well as recognises the achievements made.

At The Sherwood we follow the Little Wandle "Letters and Sounds Revised" programme to teach phonics. All children in Reception and year 1 have a 20-minute phonics session every day where they are introduced to new sounds and practise the sounds they are familiar with.

In nursery children start looking at the sounds in the environment and when the children are ready they are taught phonics in small groups in discrete sessions. In year two children focus on phase six which mostly consists of grammar and spelling. In KS2 children will have access to phonics through interventions if needed.

In guided reading we focus heavily on the comprehension and understanding of texts. We use reading fluency strategies such as 'echo reading' to support children's development of reading comprehension skills. We have found this to be particularly supportive for children with EAL and SEND. Children are given time to think and talk about their favourite authors, themes and plots within texts as well as the vocabulary used and the impact on the reader. This use of discussion within reading time has developed skill in writing as children are more able to understand and therefore, mirror the techniques of a range of authors.



# The Sherwood School



## Mathematics

**At The Sherwood we believe all pupils can achieve in mathematics**

### Intent:

The National Curriculum states that children should:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, to know how to develop an argument, justification or proof using mathematical language.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We are committed to the Teaching for Mastery approach in delivering mathematics lessons. This pedagogical approach to teaching ensures children become confident, articulate, reflective and enthusiastic learners. All children are encouraged to develop their mathematical fluency in additive and multiplicative number facts to support their problem solving and reasoning skills.

Our teaching and learning supports our Rights Respecting School ethos where the following articles are most prevalent in the teaching of mathematics:

### Article 28

***You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.***

There are certain key aims that demonstrate the intent for the teaching of mathematics in our school. We teach children that having a growth mindset will help them to persevere when they find tasks challenging and that we learn through trial and error. At The Sherwood, we believe that our teaching of mathematics:

- promotes enjoyment of learning through practical activity, exploration and discussion;
- develops confidence and competence with numbers and the number system;
- develops the ability to solve problems through decision-making and reasoning in a range of contexts and
- helps children understand the importance of mathematics in everyday life.

### Implementation

Since September 2017, we have been on our teaching for mastery journey and we are now considered a 'sustaining' school where the five principles of teaching for mastery are embedded in our practice across the school. These are:

- representation & structure
- fluency
- variation
- mathematical thinking
- coherence.

These five big ideas form part of our ongoing professional development for teaching staff and are central to our lesson design and delivery. We are using the NCETM curriculum prioritisation documents as a starting point for lesson design and these documents enable us to deliver a curriculum that is coherent where small steps are used in order for children to achieve success.



# The Sherwood School



## Science

At the Sherwood, all Science is embedded within the curriculum from the Early Years and throughout each year group. We have developed the syllabus to include a wide range of topics that inspire children. We believe this encourages them to question scientific hypotheses and nurtures their natural curiosity about the world around them. As a UNICEF Rights Respecting School, we actively encourage children to consider the role of science in modern life; including the effects of pollution on the environment, interdependence and fair trade to name a few.

### Article 29

*Your education should help you learn to live peacefully, protect the environment and respect other people.*

Elements of science are taught through a range of activities, for example guided reading; weekly spelling tests; biographical texts based on the lives of renowned scientists; data recording and analysis in maths to name a few. Global Goals are included within our teaching and learning across the broader curriculum to enable children to learn about issues affecting the environment.

### Article 28

*You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

We follow an enquiry-based approach to the teaching and learning of science, planning regular practical science investigations, to engage and enthuse pupils and to develop the acquisition of scientific enquiry skills. We follow the National Curriculum programmes of study in Key Stages 1 and 2, using a range of resources from different schemes of work to ensure full coverage.

Pupils develop scientific skills in chemistry, biology and physics and apply these to concepts within practical activities carried out in class. Such knowledge will be taken forward with them into secondary school and beyond. Pupils develop a deep understanding of what it means to work scientifically, analyse data recorded during practical experiences/experiments and communicate this through book work, tables, bar charts, line graphs and technology.





# Science Curriculum Map



**AUTUMN** - Understanding ourselves / seasonal change

**SPRING** - Seasonal changes / Growth

**SUMMER** - Caring for the Planet

**EYFS**



**AUTUMN** - Materials/Seasonal Changes

**SPRING** - Seasonal Changes / Plants

**SUMMER** - Animals / seasonal changes

**YEAR**

**1**



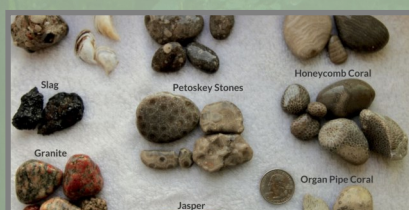
**AUTUMN** - Animals/living things

**SPRING** - Everyday Materials and their Properties

**SUMMER** - Plants over time

**YEAR**

**2**



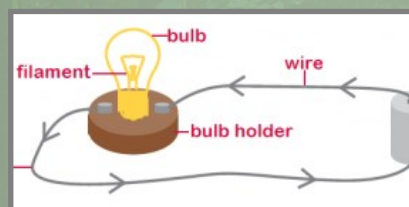
**AUTUMN** - Animals Including Humans / Soils & Fossils

**SPRING** - Forces & Magnets / Light & Shadows

**SUMMER** - Plants & Growth

**YEAR**

**3**



**AUTUMN** - Sound / States of Matter

**SPRING** - States of Matter / The Digestive System

**SUMMER** - Electricity/Habitats

**YEAR**

**4**



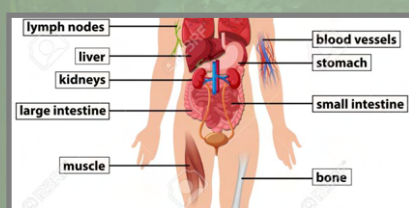
**AUTUMN** - Life Cycles / Living Things & Habitats

**SPRING** - Earth & Space / Forces

**SUMMER** - Changing Materials & their Properties

**YEAR**

**5**



**AUTUMN** - Electricity / The Human Body

**SPRING** - Evolution & Inheritance / Habitats

**SUMMER** - Light

**YEAR**

**6**



# The Sherwood School



## Science Progression of Enquiry Skills

| EYFS                                                                                                                                                                                                     | Key Stage One                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Show curiosity about objects, events and people Playing & Exploring<br>Questions why things happen Speaking: 30-50 months                                                                                | Explore the world around them and raise their own simple questions                                                                                                                                                                                |                                                                                                                                                                                                                                                                               |
| Engage in open-ended activity Playing & Exploring                                                                                                                                                        | Experience different types of science enquiries, including practical activities                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |
| Take a risk, engage in new experiences and learn by trial and error Playing & Exploring                                                                                                                  | Begin to recognise different ways in which they might answer scientific questions                                                                                                                                                                 |                                                                                                                                                                                                                                                                               |
| Find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically                                                                                               | Carry out simple tests                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |
| Develop ideas of grouping, sequences, cause and effect Creating & Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World | Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)                                                                                               |                                                                                                                                                                                                                                                                               |
| Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world The World: 30-50 months                                                         | Ask people questions and use simple secondary sources to find answers                                                                                                                                                                             |                                                                                                                                                                                                                                                                               |
| Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & Exploring                                                              | Observe closely using simple equipment With help, observe changes over time                                                                                                                                                                       |                                                                                                                                                                                                                                                                               |
| Make links and notice patterns in their experience Creating & Thinking Critically                                                                                                                        | With guidance, they should begin to notice patterns and relationships                                                                                                                                                                             |                                                                                                                                                                                                                                                                               |
| Choose the resources they need for their chosen activities ELG: Self Confidence & Self Awareness Handle equipment and tools effectively ELG: Moving & Handling                                           | Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data                                                                                                                                                               |                                                                                                                                                                                                                                                                               |
| Create simple representations of events, people and objects Being Imaginative: 40-60+ months                                                                                                             | Record simple data                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                               |
| Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World                 | Use their observations and ideas to suggest answers to questions Talk about what they have found out and how they found it out                                                                                                                    |                                                                                                                                                                                                                                                                               |
| Develop their own narratives and explanations by connecting ideas or events ELG: Speaking Builds up vocabulary that reflects the breadth of their experience Understanding: 30-50 months                 | With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language                                                                                                                       |                                                                                                                                                                                                                                                                               |
| Key Stage 1                                                                                                                                                                                              | Lower Key Stage 2                                                                                                                                                                                                                                 | Upper Key Stage 2                                                                                                                                                                                                                                                             |
| Explore the world around them and raise their own simple questions                                                                                                                                       | Raise their own relevant questions about the world around them                                                                                                                                                                                    | Use their science experiences to explore ideas and raise different kinds of questions                                                                                                                                                                                         |
| Experience different types of science enquiries, including practical activities                                                                                                                          | Should be given a range of scientific experiences including different types of science enquiries to answer questions                                                                                                                              | Talk about how scientific ideas have developed over time                                                                                                                                                                                                                      |
| Begin to recognise different ways in which they might answer scientific questions                                                                                                                        | Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions                                                                                                                        | Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions                                                                                                                                                                         |
| Carry out simple tests                                                                                                                                                                                   | Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up                                                                                                  | Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why                                                                                                                                                         |
| Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)                                                      | Talk about criteria for grouping, sorting and classifying; and use simple keys                                                                                                                                                                    | Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment                                                                                       |
| Ask people questions and use simple secondary sources to find answers                                                                                                                                    | Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations                                                                                                             | Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact                                                                                                                                                         |
| Observe closely using simple equipment with help, observe changes over time                                                                                                                              | Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used                                                                    | Make their own decisions about what observations to make, what measurements to use and how long to make them for                                                                                                                                                              |
| With guidance, they should begin to notice patterns and relationships                                                                                                                                    | Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them                                                                                                                                 | Look for different causal relationships in their data and identify evidence that refutes or supports their ideas                                                                                                                                                              |
| Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data                                                                                                                      | Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately                                                                                                    | Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.                                                                                                        |
| Record simple data                                                                                                                                                                                       | Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data              | Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                                                                         |
| Use their observations and ideas to suggest answers to questions Talk about what they have found out and how they found it out                                                                           | With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions                                                                                          | Identify scientific evidence that has been used to support or refute ideas or arguments                                                                                                                                                                                       |
| With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language                                                                              | Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions | Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results |
|                                                                                                                                                                                                          | With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done                                 | Use their results to make predictions and identify when further observations, comparative and fair tests might be needed.                                                                                                                                                     |





# Pupil Voice

In this school we live like we've never lived and we learn like we've never learned before!

This is a good school because we are all treated equally at The Sherwood.

I like this school because everyone listens and if we need help someone always helps us.

I like coming to school every day because you are made to feel welcome and everyone has a big happy smile ☺

The Sherwood School is a Rights Respecting School. We are all treated FAIRLY. We are taught to RESPECT others and to always try our BEST!

Our school is great because we go on lots of interesting trips and in Years 5 & 6 you learn fun facts in History.

I think The Sherwood School is GREAT!

I like The Sherwood because we have our own VALUES and we talk about our RIGHTS.

I think that our school is special because everyone cares about everyone.

I like The Sherwood School because you get the best education you will ever need and it has the best teachers!



# The Sherwood School



## Humanities

As a UNICEF Rights Respecting School, our aim is to support all children to develop a sense of perspective and understanding about world events throughout History and Geography. We aim to:

- foster the development of critical thinking skills;
- inspire children to ask insightful questions;
- facilitate purposeful and sensitive discussion.

### RRS Article 13

*You have the right to find out about things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.*

### RRS Article 29

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

### At The Sherwood, we intend for children to:

- consider the importance of primary and secondary sources when weighing evidence;
- to analyse trends and draw contrasts;
- to discuss issues, ask insightful questions and consider possible answers;
- to listen to and consider the views of others when examining arguments;
- to develop perspective of time and place, continuity and change, cause and consequence.
- to express ideas using a wide range of writing genres, including explanation, chronological reports; fact-files; discussion texts etc.

## History

The National Curriculum programme of study for History states that:

*'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'*

## Geography:

The National Curriculum programme of study for Geography states that:

*'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.'*





# Humanities Curriculum



People, Culture & Communities

Celebrations

Past & Present

Maps

**EYFS**



**AUTUMN** - Local area, compass directions / Changes

**SPRING** - Mary Seacole / William Morris

**SUMMER** - Community / Four countries of UK

**YEAR**

**1**



**AUTUMN** - Significant individuals / Mitcham

**SPRING** - World map / The Great Fire of London

**SUMMER** - Comparing UK to non-European country

**YEAR**

**2**



**AUTUMN** - The Stone Age / Volcanoes & earthquakes

**SPRING** - Celtic Britain & the Romans / map-work

**SUMMER** - Tropics / The Kingdom of Benin

**YEAR**

**3**



**AUTUMN** - Ancient Egypt / River Nile

**SPRING** - Anglo-Saxons & Scots

**SUMMER** - UK Coast / Local area study

**YEAR**

**4**



**AUTUMN** - Ancient Greece

**SPRING** - Tropics / Antarctica / South America

**SUMMER** - World War II / early Islamic Civilisation

**YEAR**

**5**



**AUTUMN** - The Victorians / local study

**SPRING** - The Shang Dynasty / locational study

**SUMMER** - Land use / trade routes / local field work

**YEAR**

**6**





# History Progression of Knowledge & Skills

| Skill                                                                 | Early Years                                                                                                                                                                                                                                                                                                                                                                                 | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                            | Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chronological Knowledge and Understanding</b>                      | <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and draw on their experiences and what has been learned in class</li> <li>Understand the past through settings, character and events encountered in books read in class and storytelling</li> </ul> | <ul style="list-style-type: none"> <li>Similarities and differences between periods.</li> <li>Children will be aware of the past and use common words and phrases that relate to time: before, after, since; some may begin to have an awareness of the concepts of past and present;</li> <li>People and events can be fit into a chronological framework whether through a timeline or sequencing events;</li> </ul> | <ul style="list-style-type: none"> <li>Children will continue to develop a chronologically secure knowledge of history;</li> <li>Establish clear narratives within and across periods studies – for example, recognising similarities, differences, influence and significance between Ancient Egypt, Rome, Anglo-Saxons, Vikings and Normans;</li> <li>Children will note connections, contrasts and trends over time: one connection may be the idea of ‘worship’ and religion or the difference between crime and punishment; trends could include the concept of monarchy and the power attached to it.</li> </ul> |
| <b>Historical Terms</b>                                               | <ul style="list-style-type: none"> <li>‘past’ ‘present’</li> </ul>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Children should use a wide vocabulary of everyday historical terms such as ‘investigate’, ‘sources’ or ‘artefacts’.</li> </ul>                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms such as: ‘empire’, ‘parliament’ and ‘monarchy’ as well as historical concepts (see below) including: ‘primary and secondary sources’, ‘change and continuity’, ‘cause and consequence’ and ‘similarity, difference and significance’.</li> </ul>                                                                                                                                                                                                                                                                                |
| <b>Historical Enquiry, Using Evidence and Communicating Ideas</b>     | <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now drawing on stories</li> <li>Understand the past through settings and characters</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Choose and use parts of stories and other sources to show understanding of concepts – perhaps linking diaries to Samuel Peeps. Ask and answer questions;</li> <li>Understand some ways we find out about the past: sources, objects, diaries, letters;</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions;</li> <li>Understand how knowledge of the past is constructed from a range of sources: primary and secondary – historians and history in the public can influence our knowledge a lot</li> <li>Construct informed responses by selecting and organising relevant historical information from primary and secondary sources and your own knowledge.</li> </ul>                                                                                                                                               |
| <b>Interpretations of History</b>                                     | <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented e.g. through toys, pictures, diaries and books.</li> </ul>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reason for this e.g. historians write history, they may use different evidence and/or come to different conclusions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Continuity and change in and between periods</b>                   | <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life at different times, for example, how holiday destinations are different now compared to the Victorian times because we have aeroplanes.</li> </ul>                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Describe or make links between events, situations and changes within and across different periods and societies: the idea of crime and punishment, for example, still exists today but the way we ‘punish’ law-breakers is very different.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Cause and consequence</b>                                          | <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result: as mentioned above, we go on holiday abroad because we have aeroplanes but the Victorians only had steam trains or boats so were limited.</li> </ul>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and give reasons for, and results of, historical events, situations and changes – understanding that one event may lead to many other events, the Second World War, for example, led to evacuation, rationing and some improved status for women.</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <b>Similarity, difference and themes within a period or situation</b> | <ul style="list-style-type: none"> <li>Make simple observations about different types of people, events and beliefs within a society – Samuel Peeps wore different clothes to us, for example.</li> </ul>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world: the Romans, Vikings and French all invaded Britain at different times – some would have settled here and had families, so Britain always has been a very diverse, multicultural country.</li> </ul>                                                                                                                                                                                                                                                                                   |
| <b>Significance of events and people</b>                              | <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Talk about who was important e.g. in a simple historical account, this could include Rosa Parks because she stood up</li> </ul>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Identify historically significant people and events in situations – World War II was a significant event, for example, because it changed the structures of society such as class divisions and the ways women were viewed and treated.</li> </ul>                                                                                                                                                                                                                                                                                                                              |



# Geography Progression of Knowledge & Skills

| Skill                                    | Early Years                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                     | Year 3                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Location Knowledge</b>                | <p>Draw pictures of animals and plants around them</p> <p>Use stories, discussion and non-fiction books and maps to discuss environment</p> | Name and locate local town                                                                                                                                                                                                                                                                                                                                                 | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>                                                                                                                                                             | Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Identify lines of latitude, longitude (minutes), the Equator, Northern and Southern Hemispheres.</p> | <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare two different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with Science, time zones, night and day.</p> <p>Name and locate the key topographical features including</p> | <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and investigate earthquakes including tectonic plates and seismic waves.</p> <p>Understand how these features have changed over time.</p> |
|                                          |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | erosion, hills, mountains and rivers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Place Knowledge</b>                   | Describe their immediate environment using knowledge from observation                                                                       | Observe and describe the human and physical geography of a small area of the United Kingdom.                                                                                                                                                                                                                                                                               | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.                                                                                                                                                                               | Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.                                                                                                                 | Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.                                                                                                                                                                                                                                                                                                                                                       | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>E.g. Link to Fairtrade of bananas in St Lucia</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>E.g. Link to Fairtrade of bananas in St Lucia</p> <p>Understand some of the reasons for similarities and differences.</p>                                                                                                                                                                                                     |
| <b>Human and Physical Geography</b>      | N/A                                                                                                                                         | <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (including – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season. weather)</p> | <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (including – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season. weather)</p> | <p>Describe and understand key aspects of:</p> <p>Physical geography including key topographical features (including hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>                                             | <p>Describe and understand key aspects of:</p> <p>Physical geography, including climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>                                                                                                                                                                                                                                                 | <p>Describe and understand key aspects of:</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p>                                                                                                                                                                                                        | <p>Describe and understand key aspects of:</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining history and eco-power in D&amp;T)</p>                                                                                                                                                            |
| <b>Geographical Skills and Fieldwork</b> | <p>Use maps to explore life in this country and life in other countries</p> <p>Describe immediate environment</p>                           | Use maps, atlases and globes to identify the continents and oceans studied at this key stage.                                                                                                                                                                                                                                                                              | Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of                                                                                                                                                                                              | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight                                                                                                                                                                    | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, and                                                                                                                                                                                                                                                                                                                   | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, four-figure                                                                                                                                                                                                                                                                                                                                                                                      | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with                                                                                                                                                                                                                                                                                |



# The Sherwood School



## Physical Education

At The Sherwood School, we believe that Physical Education is essential to the health and well-being of all pupils. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. As a school we want children to be able to self-rescue, use a range of strokes and swim 25m by the end of Year 6. Our well-planned curriculum aims to improve the fitness and wellbeing of all children at The Sherwood through skills development, teamwork, leadership and growth mindset.

We are proud of our Healthy Schools Silver status and Gold Games Mark. These achievements confirms our commitment that all pupils should actively engage in sporting activity, that pupils are given the opportunity to participate in competitions, that we develop and train our sports leaders and that we create and develop links with local clubs and establishments.

**Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.**

### EYFS

In the Early Years, activities that support the Prime Area of Physical Development are planned for carefully, so that children are able to develop and hone their fine and gross motor skills through independent play as well as through adult-led activities.

### Key Stage 1

Pupils are encouraged develop their physical ability by learning to master fundamental movement skills such as balance, agility, coordination, running, turning, jumping throwing and catching. This is achieved by providing pupils with the opportunity to work both individually and in small groups, utilising a mixture of simple cooperative, competitive and non-competitive activities.

### Key Stage 2

Pupils continue to develop and refine their fundamental movement skills and are encouraged to perform these skills in isolation and where appropriate in conjunction with each other to provide a sequence of movements that is pleasing to the eye. Pupils will also take part in more games based activities, (for example, basketball, hockey, football, tennis & rounders), as well as dance and gymnastics to further their learning. Pupils will learn to compare and evaluate their own learning and performance in PE. In addition to this pupils will be provided with leadership opportunities so they can teach simple activities to KS1 pupils.

### Swimming

The Department of Education requires that all schools should provide a swimming programme for their KS1 or KS2 pupils. The Sherwood School provides a term of swimming lessons for all year 4 pupils and an additional term of top up swimming lessons for year 6 pupils who have not achieved 25 metres.

### Assessment

Using a mixture of peer and teacher lead assessment, progress is constantly monitored in the PE lesson. At the end of each unit an assessment of each child's progress is made which will contribute to their end of year assessment report. The PE leader monitors assessment closely to ensure opportunities for the more able pupils are provided and that areas for development are identified.





# Physical Education Curriculum Map



**AUTUMN** - Fine & Gross Motor Skills  
**SPRING** - Outdoor Games / Throwing & Catching  
**SUMMER** - Multi Skills / Athletics

**EYFS**



**AUTUMN** - Multi Skills/Dance  
**SPRING** - Basketball / Dance  
**SUMMER** - Athletics / Rounders / Cricket

**YEAR  
1**



**AUTUMN** - Tennis / Basketball  
**SPRING** - Dance/Multi Skills  
**SUMMER** - Athletics / Rounders / Cricket

**YEAR  
2**



**AUTUMN** - Tag Rugby / Dance  
**SPRING** - Multiskills / Basketball  
**SUMMER** - Rounders / Netball

**YEAR  
3**



**AUTUMN** - Tag Rugby / Dance  
**SPRING** - Basketball/Swimming  
**SUMMER** - Rounders / Netball /Swimming

**YEAR  
4**



**AUTUMN** - Invasion Games / Swimming  
**SPRING** - Athletics / Leadership  
**SUMMER** - Athletics/Bat & Ball

**YEAR  
5**



**AUTUMN** - Invasion Games/Swimming  
**SPRING** - Games/Athletics  
**SUMMER** - Athletics/Bat & Ball

**YEAR  
6**





## Computing

The National Curriculum computing programmes of study consist of three strands: computational thinking, digital literacy and information technology. These three strands are taught through hourly computing lessons every week.

Computing at The Sherwood teaches children how to use the internet safely and responsibly both in the school and in the wider community. The children are kept up to date with current issues surrounding online safety. Online Safety lessons take place at the beginning of each term with children being reminded of the SMART acronym:

**S – Safe (keeping personal data safe);**

**M – Meeting can be dangerous;**

**A – Accepting emails from untrustworthy sources can lead to problems;**

**R – Reliable (people and information may not be reliable);**

**T – Tell an adult if someone or something makes you feel uncomfortable.**

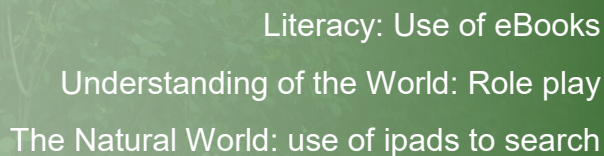
From Year 1 to Year 6, children are taught how to code using our scheme of work, 'Purple Mash'. Coding supports the computational thinking strand of the curriculum. Children use logic to design, follow and debug algorithms.

Our scheme of work also enables the children to cover the other strands of the computing curriculum. Throughout Key Stage 1, children are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content. In Key Stage 2, children select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplishes given goals.

Computing is utilised in other areas of the curriculum where children use their digital literacy skills to create content in subjects such as English, History and Geography. We support the children to fine tune their research and data gathering skills using ICT.

Through our computing curriculum, we want to ensure every child leaves The Sherwood with the knowledge, skills and understanding to be a responsible, competent, confident and creative user of information and communication technology.





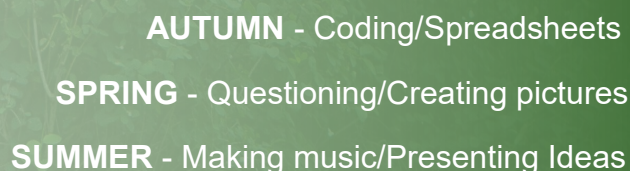
# EYFS

**AUTUMN** - Grouping & sorting/Pictograms

**SPRING** - Story books/coding

**SUMMER** - Spreadsheets/technology at home

YEAR  
1



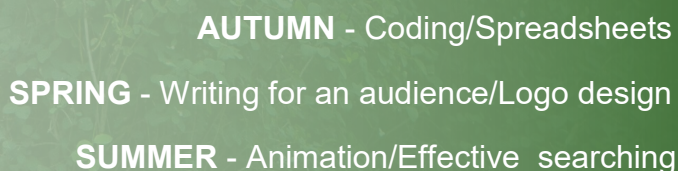
# YEAR 2

**AUTUMN** - Coding/Spreadsheets

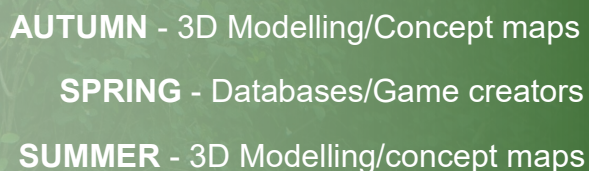
**SPRING** - Touch typing/Email

**SUMMER** - Simulations/Graphing

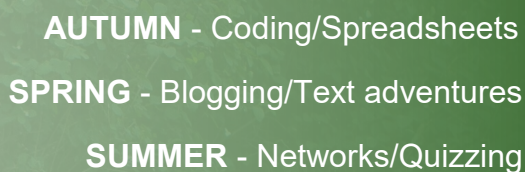
YEAR  
3



YEAR  
4



YEAR  
5



# YEAR 6





## Languages

At The Sherwood School, we aim to develop children's curiosity and enthusiasm about languages. Our approach to language teaching is designed to ensure children develop a positive attitude towards language learning, to develop their awareness of different languages and cultures and to give them language learning skills that provide a solid foundation for future language learning opportunities.

In the Early Years and Key Stage 1, different languages are shared, including using greetings, during registration and songs. We encourage children to share vocabulary in their home language and we recognise the importance learning different languages has on building confidence. French Club is open to Year 2 pupils during the summer term to introduce the children to basic French vocabulary and songs and to prepare them for weekly French lessons in Key Stage 2.

Children begin having French lessons in Key Stage 2 (Years 3-6) and are taught by their class teacher. There is a topic focus for each half term following the Primary Languages network scheme. Topics include "Welcome to School", "Going to the Market" and "Weather". Through the teaching of each topic, children are given the opportunity to develop their vocabulary through stories, role play and games. They are able to develop their listening and speaking skills and to begin to present their ideas orally and in writing. The patterns and sounds of language are explored to help the children develop accurate spelling and pronunciation. Children develop intercultural understanding by making comparisons between life in the UK and France and other French speaking countries. They are given opportunities to use ICT to support their language acquisition.

As a UNICEF Rights Respecting Gold School, we actively promote and celebrate diversity, encouraging our children to use their language speaking skills as translators for their peers where needed.

### Article 30 (children from minority or indigenous groups)

'Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.'

Children's progress and attainment in languages is continually assessed through a range of means, including children's ability to retain and recall vocabulary, children's written work and oral skills as well as the ability to independently express their learning within the classroom. This is reported to parents and carers in termly consultation evenings and in end of year reports.



# The Sherwood School



## Languages

### Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress in the target language based on their achievement of the learning objectives in lessons. The teacher is provided with an assessment 'tick' chart to help with this and child self-assessment is encouraged to support future learning. If any written MFL work is produced, it is marked in line with the school policy on marking.

### Monitoring

Monitoring is carried out by the headteacher, a member of senior management or the MFL coordinator, in the following ways:

- Informal discussion with staff and pupils
- Planning scrutinies
- Work sampling
- Classroom observation



## FRENCH at The Sherwood School



|        |   | Year 3                                                                                                                                     | Year 4                                                                                                               | Year 5                                                                                                                                | Year 6                                                                                                                  |
|--------|---|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Autumn | 1 | <ul style="list-style-type: none"> <li>👤 <u>Greetings and Feelings</u></li> <li>👤 <u>Numbers 0-10</u></li> <li>👤 <u>Colours</u></li> </ul> | <ul style="list-style-type: none"> <li>👤 <u>Welcome to the school</u></li> </ul>                                     | <ul style="list-style-type: none"> <li>👤 <u>Saying more about ourselves</u></li> <li>👤 <u>School subjects and opinions</u></li> </ul> | <ul style="list-style-type: none"> <li>👤 <u>Time</u></li> <li>👤 <u>Daily routine</u></li> </ul>                         |
|        | 2 | <ul style="list-style-type: none"> <li>👤 <u>Days</u></li> <li>👤 <u>Months</u></li> </ul>                                                   | <ul style="list-style-type: none"> <li>👤 <u>Classroom/robot commands</u></li> <li>👤 <u>Town and shops</u></li> </ul> | <ul style="list-style-type: none"> <li>👤 <u>In the city</u></li> <li>👤 <u>Buying a present</u></li> </ul>                             | <ul style="list-style-type: none"> <li>👤 <u>House</u></li> </ul>                                                        |
| Spring | 1 | <ul style="list-style-type: none"> <li>👤 <u>Animals</u></li> </ul>                                                                         | <ul style="list-style-type: none"> <li>👤 <u>Family</u></li> <li>👤 <u>Alien Faces</u></li> </ul>                      | <ul style="list-style-type: none"> <li>👤 <u>Going to the market</u></li> </ul>                                                        | <ul style="list-style-type: none"> <li>👤 <u>Sports</u></li> </ul>                                                       |
|        | 2 | <ul style="list-style-type: none"> <li>👤 <u>11-20 and ages</u></li> </ul>                                                                  | <ul style="list-style-type: none"> <li>👤 <u>Parts of the body and monsters</u></li> </ul>                            | <ul style="list-style-type: none"> <li>👤 <u>Clothes and fashion shows</u></li> </ul>                                                  | <ul style="list-style-type: none"> <li>👤 <u>Hobbies and this is me</u></li> </ul>                                       |
| Summer | 1 | <ul style="list-style-type: none"> <li>👤 <u>Hungry giant</u></li> </ul>                                                                    | <ul style="list-style-type: none"> <li>👤 <u>I don't feel well</u></li> <li>👤 <u>Jungle animals</u></li> </ul>        | <ul style="list-style-type: none"> <li>👤 <u>Planets</u></li> <li>👤 <u>Travellers ID</u></li> </ul>                                    | <ul style="list-style-type: none"> <li>👤 <u>Café dialogues and foods</u></li> <li>👤 <u>In the restaurant</u></li> </ul> |
|        | 2 | <ul style="list-style-type: none"> <li>👤 <u>Gingerbread man questions and answers</u></li> <li>👤 <u>Picnics</u></li> </ul>                 | <ul style="list-style-type: none"> <li>👤 <u>Weather</u></li> <li>👤 <u>Ice Creams</u></li> </ul>                      | <ul style="list-style-type: none"> <li>👤 <u>Seaside</u></li> </ul>                                                                    | <ul style="list-style-type: none"> <li>👤 <u>N/A- This module revisits all prior learning</u></li> </ul>                 |





## Religious Education

Religious Education is an integral part of the curriculum at the Sherwood School. It “contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.”

As a UNICEF Rights Respecting School, we teach children to value and respect the beliefs of others through discussion of the Articles of the Convention on the Rights of the Child, for example:

*Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.*

*Article 30: You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.*

*Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.*

We follow the Agreed Syllabus for Religious Education in The London Borough of Merton 2016, which says, “Merton’s children are growing up in a highly diverse community. RE lessons are an excellent place to celebrate and collectively learn from this wide diversity”. This document states the aims of teaching Religious education. It should help pupils to:

- acquire and develop a knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influence of beliefs, values and traditions on the way people live;
- enhance their spiritual, moral, social and cultural development by:
  - developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to them;
  - responding to such questions with reference to the teachings and practices of other religions and to their own understanding and experience;
  - reflecting on their own beliefs, values and experiences in the light of their study;
    - develop the ability to come to reasoned and informed opinions about religious and moral issues, making specific but not necessarily exclusive reference to the teachings of the principal religions represented in Great Britain;
    - develop positive attitudes towards other people, respecting their right to hold different beliefs from their own, and towards living in a religiously diverse society.

Throughout the school, children are encouraged to share their own experiences, opinions and beliefs as well as listen to and respect the opinions and beliefs of others, promoting tolerance and inclusion. This occurs through weekly RE lessons, assemblies, visits to places of worship and visitors from the local community coming into school.

The focus for each key stage is as follows:

**Foundation Stage** - A thematic approach drawing on Christianity and the faiths of pupils represented in the classroom. ‘Special’ places, people and things are discussed and shared.

**Key Stage 1** - Christianity plus Islam. In addition, the RE curriculum draws upon examples, experiences and stories of other faith traditions or belief traditions.

**Key Stage 2** - Christianity plus Islam, Judaism and Hinduism. Again, the RE curriculum draws upon examples, experiences and stories of other faith traditions or belief traditions.





# Religious Education Curriculum Map



**AUTUMN** - Belonging/Festivals

**EYFS**

**SPRING** - The Church/Islam

**SUMMER** - Creations stories/The Bible



**AUTUMN** - Belonging/Festivals

**YEAR**

**1**

**SPRING** - The Church/Islam

**SUMMER** - Creations stories/The Bible



**AUTUMN** - Sacred texts/Christian Values

**YEAR**

**2**

**SPRING** - Islam/Places of worship

**SUMMER** - The Christian Bible/Festivals



**AUTUMN** - Religious Symbols/The Bible

**YEAR**

**3**

**SPRING** - Judaism/The Church

**SUMMER** - Islam Beliefs/Religion around us



**AUTUMN** - Belonging and identity/Jesus

**YEAR**

**4**

**SPRING** - Easter story/Birth Rites

**SUMMER** - Hinduism/Creation and God



**AUTUMN** - What is faith?/The Bible

**YEAR**

**5**

**SPRING** - Judaism/Christian Denominations

**SUMMER** - Islamic worship/Christian lifestyle



**AUTUMN** - Marriage rites/Hinduism

**YEAR**

**6**

**SPRING** - Christian teachings/Jesus' life

**SUMMER** - Faith and art/Death and loss



# The Sherwood School



## Art & Design and Design & Technology

### Art & Design

At the Sherwood School we are passionate about providing our children with a wide range of opportunities to explore and develop their artistic talents.

Art and Design is enjoyable, relaxing and gives children a chance to be creative! During art activities, children learn to express feelings and emotions, with or without words and discover that there is more than one right answer. There are many ways to produce art, so everyone can feel proud of their artistic creations.

Each year group studies one Art and Design unit per term, alternating with Design Technology. We have broken down the requirements of the National Curriculum programmes of study into these units to ensure there is full coverage of a range of areas of art, including drawing skills, painting skills, sculpture, printing, working with textiles and collage.

### Design and Technology

Design and Technology develops children's skills and knowledge in design, mechanisms and a range of materials, including food. It encourages children to think creatively and collaboratively, thus allowing them to work together and build on their ideas and make connections with several concepts.

The children at The Sherwood School will be taught Design and Technology in a way that ensures progression of skills and follows a sequence to build on prior learning. Through teaching D & T it offers pupils with creative-thinking, decision-making skills and problem solving that are necessary in other areas of the curriculum.

At The Sherwood School, we make Design and Technology an enjoyable learning experience. All year groups will have a Design and Technology lesson which corresponds to the year group's theme. The pupils at The Sherwood School carry out design and technology projects throughout the academic year and will have to think, decide and plan, as well as make and create. For children, having to think about the purposes and users for their products enables them to create quality products which have purpose and meaning.





# Art & Design and Design & Technology



**Understanding the World:**

painting and drawing

Making models

Using different media

**EYFS**



**AUTUMN** - Portraits / Making a boat

**SPRING** - Making plant pots / William Morris

**SUMMER**-Making paper plate puppets/Block colour

**YEAR**

**1**



**AUTUMN** - Drawing (line & pattern) / Making puppets

**SPRING** - Food tech / Colour - silhouettes

**SUMMER** - Making a vehicle / Significant Artists

**YEAR**

**2**



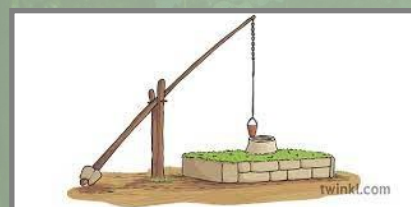
**AUTUMN** - Drawing (charcoal) / Make a necklace

**SPRING** - Colour - charcoal / Make a Roman chariot

**SUMMER** - Food tech / pattern (Benin)

**YEAR**

**3**



**AUTUMN** - Make a shaduf / Sculpture

**SPRING** - Texture / Food tech Viking bread

**SUMMER** - Printing / Make a seed purse

**YEAR**

**4**



**AUTUMN** - Ancient Greek vases / Sculpture

**SPRING** - Still life / Make a glove

**SUMMER** - WWII Art / Food tech WW2 snack

**YEAR**

**5**



**AUTUMN** - Printing / Food tech: healthy drink

**SPRING** - Sculpture / Make waterproof container

**SUMMER** - Portraits / Make a shadow puppet

**YEAR**

**6**



# The Sherwood School



## Music

At the heart of our holistic and innovative curriculum is the development of the expressive arts: music, media, art and design, dance and drama. As a UNICEF Rights Respecting School, we believe that all children should have access to a broad range of learning opportunities, in order that they might discover and develop their own individual talents and interests and to foster confidence, self-expression and a growth mindset. We aim to nurture all children's talents, so that they are very well prepared for the next stage of their education. Our work to promote the expressive arts is perfectly encapsulated in our school vision.

### Article 29

***Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.***

Our exciting curriculum aims to immerse children within the chosen theme, providing authentic learning experiences that are relatable and meaningful for children. Across all phases, opportunities are provided for children to engage positively in discussion and debate; to learn a musical instrument (recorder in Year 3, flute in Year 4, violin in Year 5 and samba and percussion in Year 6); to express themselves through singing, music and movement and through opportunities to explore art and design. We carefully plan experiences that are engaging, rich and stimulating, for example: Year 5's 'Golden Threads' singing and art workshops; Year 4's 'Snap' media project and Year 2's visit to the Polka Theatre to watch 'The Wind in the Willows'.

### Article 13

***You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people.***

Our curriculum themes are chosen to link areas of learning across all subjects, which enables teachers to plan opportunities to develop pupils' skills, to acquire new knowledge and to fully engage with the topic. We plan subject 'immersion' days across the whole school to further stimulate children's curiosity. There are many transferable skills learned through expressive arts, including the development of children's oracy, listening, collaboration and team-work, problem solving, writing, sharing and taking turns. Children develop a sense of pride in their accomplishments, learn the value of practice to perfect a skill, are provided with opportunities to perform in front of an audience and to work with children from other schools within the local authority.





# Music Curriculum Map



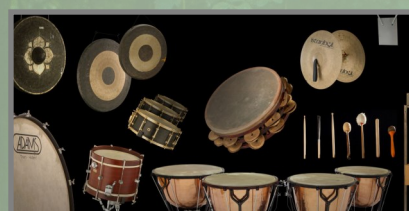
Rhyme, singing songs, clapping  
in time, movement & actions

EYFS



Rhythm and clapping in different  
ways

YEAR  
**1**



Percussion instruments

YEAR  
**2**



Violin

YEAR  
**3**



Recorder

YEAR  
**4**



Ukelele

YEAR  
**5**



Music Technology

YEAR  
**6**





# The Sherwood in Pictures

